

Skidmore College Education Studies

Fall 2019 Courses

ED100 - Foundations of Early Childhood Education and Classroom Teaching

3 Credits, Mary Ellen Towne, Tuesdays & Thursdays 2:10-3:30pm

The study of child development and educational practice as it pertains to young children from birth through eight years of age. The course explores the history of early childhood programs and a consideration of different program models. The course will also explore four core elements of early childhood education: children, teachers, classrooms and curriculum. Students will engage in extensive observation and participate in the Early Childhood Center (ECC) classroom and visit off-campus environments to strengthen understanding of models of early education, and to reflect upon and interpret their experiences in journal writing and through classroom discussions and activities. (Not for liberal arts credit.)

ED 103 -- Introduction to Teaching

3 Credits, Hope Casto, Wednesday & Friday, 12:20-1:40pm

Consideration of the role of the teacher, the nature of the learner, conceptions of teaching, factors affecting instructional decisions, philosophies of education that guide the practice of teaching, curriculum innovations and trends, and the school as an institution.

ED115 – School and Society

4 credits, Kim Stein, Tuesdays & Thursdays 11:10am-12:30pm

An introduction to the foundations of American education exploring the historical, philosophical, and social contexts of schooling. Students will explore the purposes of education within a democracy where the goals are influenced by politics, the law, global competitiveness, multiculturalism, and social justice, and examine the nineteenth-century Common School period, twentieth-century standardization and consolidation, and twenty-first-century plans for school choice. Students study the intersections of race, culture, immigration status, language, gender, sexual orientation, and ability with education. (Required of majors. Fulfills social science requirement.)

ED200 – Child Development and Learning

3-4 credits, Joan Swanson, Tuesdays & Thursdays 9:40-11:00am

A study of basic facts, issues, and methods of inquiry in human development from conception to adolescence. The course covers theory and research relating to the physical, cognitive, social, and emotional development of children and emphasizes the impact of child developmental knowledge on instruction. Students will have the opportunity to extend their knowledge through observations and service-learning opportunities. (Required of majors. Not open to juniors and seniors.)

ED213 – The Exceptional Child in the Elementary School

3 credits, Laura Ficarra, Tuesdays 5:30-8:20pm

A comprehensive survey of the field of special education with special emphasis on individual differences and the strategies for adapting programs to students with disabilities and gifted children. Topics will include the impact of PL 94-142 and Section 504 on the elementary school program.

ED223 - Adolescent Development

3 credits, Joan Swanson, Tuesdays & Thursdays 12:40-2:00pm

An exploration of how adolescents learn in light of adolescent development processes. The course will integrate theoretical and educational foundations as well as current research while examining the physical, social-emotional, and cognitive changes occurring in the period between childhood and adulthood. Students will gain an understanding of the developmental role played by contextual influences impacting the period of adolescence including the community, family, school, work, peers, culture, significant others, and biological imperatives. Special topics include identity, gender, autonomy, sexuality, moral development, and possible pathology. We will identify how these subtopics affect students as they progress through adolescence.

ED233 – Emergent Literacy

4 credits, Laura Ficarra, Thursdays 5:30-8:20pm

Lab T or R 8:45-10:45am in the Early Childhood Center

Exploration of theory and research for emergent literacy. Students focus on language acquisition, concepts of print, writing and spelling development, and are introduced to critical literacy through the lens of early childhood curriculum. Students research and present current topics in literacy, and explore and analyze instructional models that support development of emergent readers and writers. The laboratory component allows students to link theory into practice by learning how to prepare a literate environment for emergent readers and writers

ED 261c – Creating Safe Schools

3 credits, Heather Reynolds, Mondays & Wednesdays 4:00-5:20pm

School violence is a complex issue that is best understood using a multidisciplinary approach. Drawing on research from education, psychology, social work, criminology, and law, students will explore both the current and historical approaches to the prevention of violence in schools. Students will analyze different school safety programs and how different school districts across the country currently work to prevent violence. Best practices for the prevention of violence in schools will be identified and understood.

ED 324 – Educational Policy, Politics, and Law in the U.S.

3 credits, Hope Casto, Wednesdays & Fridays 10:10-11:30am

An introduction to the politics of education; students will study the past and current state of schooling in the U.S. through the lenses of policy, politics, and law. National, state, and local education policy formulation and implementation will be explored through a focus on particular topics, which may include desegregation, high stakes testing, early childhood education, and school choice. **(Prerequisites: ED115)**

ED338 – Teaching Elementary Science

2 credits, Virginia Lee, Wednesdays 1:50-3:50pm

Introduction to current principles and methods for teaching science in the elementary school. Topics and content will be addressed using inquiry-based and cooperative-learning strategies. Topics include designing, justification, and implementation of lesson plans; use of manipulative materials; formative, summative, and performance-based assessments; the integration of children's literature units; and current research of interest and relevance to educators. As a culminating experience, students will design and deliver station-based lessons with young children. **(Prerequisite: ED200)**

ED 349 – Elementary Education Student Teaching Seminar

4 credits, Jay Meeks, Wednesdays 5:30-8:20pm

Opportunities for student teaching candidates to process the experiences occurring in the associated concurrent student teaching fieldwork and to strengthen professional growth in a seminar setting. Topics include design and delivery of instructional material, classroom management, assessment, and professionalism in the educational setting. Seniors who have satisfactorily completed the junior year program and have demonstrated professional attitudes and practices included in the program description are eligible.

Prerequisites: Seniors who have satisfactorily completed the junior year Education Studies major program.

Prerequisites/ Corequisites ED 350 or ED 352.

ED 350 – Elementary Education Student Teaching

12 credits

Student teaching fieldwork that integrates methods and materials of teaching in the elementary school. Within this elementary classroom placement, the student teacher increasingly assumes all teaching, administrative, and management responsibilities of a classroom with the guidance from the professional classroom teacher and a college supervisor.